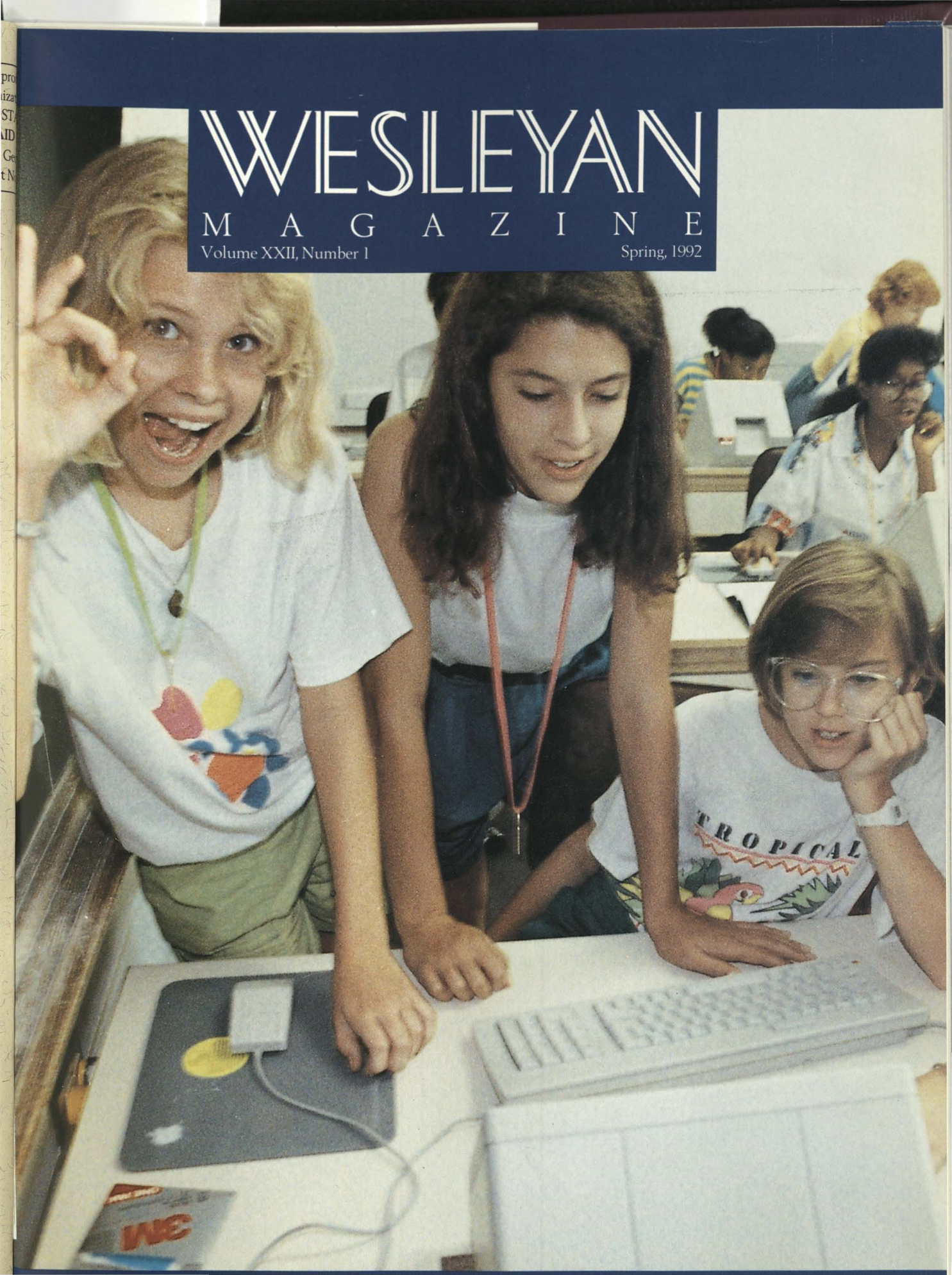


# WESLEYAN

M A G A Z I N E

Volume XXII, Number 1

Spring, 1992





## EDITOR'S NOTE

After this issue was well underway, a study was published by the American Association of University Women entitled "How Schools Shortchange Girls." In a nutshell, the study showed that girls are being ignored, misdirected, and undereducated, particularly in areas of science and math.

As I was putting everything together, I realized how much the articles tied in with the AAUW study. "Spectacles" was designed to address the problems the study highlighted. Rehnuma "Lizzie" Wahab is one of our own graduates who beat the odds and excelled in science, with the aid of a Wesleyan education and a large dose of determination. And the other two features also involve areas women are not traditionally encouraged to excel in: athletics and theology.

What this says to me is that what we've been saying all along is really true... that women's colleges provide a unique environment in which women can, and do, excel. And it says that Wesleyan is doing its job, and doing it well.

Nancy Spitler, Editor

*Wesleyan Magazine*



# WESLEYAN

M A G A Z I N E

Volume XXII, Number 1

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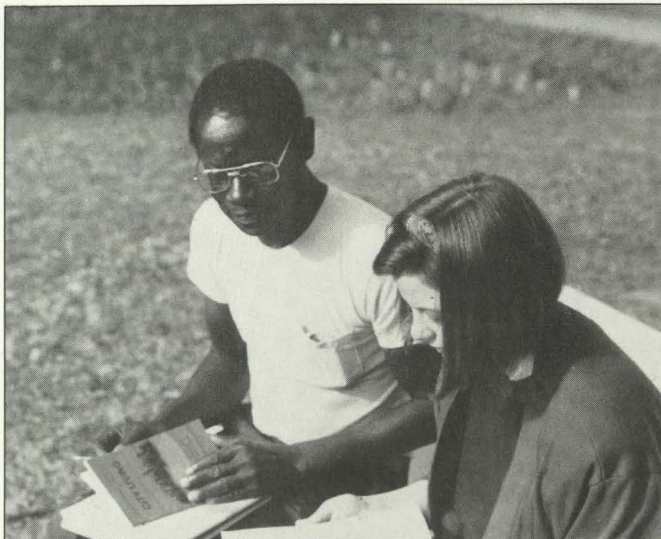
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## STUDENT LITERACY PROJECT AT WESLEYAN RECEIVES NEW FUNDING

For the third year in a row, Wesleyan College students are involved in tutoring illiterate adults in Bibb County. Wesleyan has received a two-year grant from the United States Department of Education's Student Literacy Corps. As a result, the cooperative effort between Wesleyan and PROJECT READ which has resulted in the literacy training of over two hundred non-reading adults will continue. The award for each funding year is \$24,927.

Through the project, fifty scholarship students teach reading to a minimum of two illiterate adults each year. An additional thirty non-scholarship students have volunteered to participate in the project



this year. Participating students receive academic credit through the college's internship program for their work in the program.

The initial two years of the project were funded by the Department of

Over two

hundred

non-reading

adults have been

tutored by

Wesleyan

students since

1989.

Education's Fund for the Improvement of Postsecondary Education (FIPSE), which funds its projects for a maximum of two years. Last year President Bush designated PROJECT READ and its volunteers as one of his "thousand points of light."

The Coors Foundation for Family Literacy and the Coors "Literacy. Pass it On" campaign have made a grant of \$94,000, which will fund scholarship aid for fourteen of the fifty students involved, as well as fund The Coors Institutes for Literacy Training. The institutes will provide seminars for selected Phi Mu and Alpha Delta Pi chapters, training them to replicate the Wesleyan literacy project model on campuses around the nation. Phi Mu and Alpha Delta Pi are the first two sororities in the world, both founded on Wesleyan's campus.

## WESLEYAN RECEIVES GRANT FROM PITTS FOUNDATION

The William I.H. and Lula E. Pitts Foundation has made a challenging grant of \$25,000 to the Annual Loy

## SADAT, WEDDINGTON & MANN KEYNOTES FOR SYMPOSIUM



Sarah Weddington

This spring, Wesleyan will hold the second annual symposium entitled, "Toward the 21st Century: The Issues for Women." To be held Sunday and Monday, April 12

and 13, on Wesleyan's campus, the symposium will feature Mrs. Jehan Anwar-el Sadat, former first lady of Egypt and advocate of children's rights, Sarah Weddington, Special Assistant to the President of the United States during the Carter administration and the attorney who argued the Supreme Court case, *Roe v. Wade*, and Judith Mann, *Washington Post* columnist and author.

The symposium will explore the topic of "Women and Leadership" through keynote addresses, panel discussions, and small group conversations with the speakers.

For more information, call 912/477-1110, ext. 229.



alty Fund in support of the first alumnae campaign in the history of Wesleyan College. The Pitts Foundation has a history of generosity with Wesleyan, having in the past funded renovations and furnishings of Murphey Art Building, and renovations of Taylor Hall, including the chemistry and biology labs.

The three-year campaign entitled, Tradition and Vision: The Alumnae Campaign for Endowed Teaching Chairs, has a goal of \$6,150,000: of this amount \$4,500,000 will be used to endow six Distinguished Teaching Chairs; the balance will provide additional support for the Annual Loyalty Fund. A successful campaign will allow Wesleyan to compensate senior level faculty adequately and to attract distinguished senior and visiting professors.

## WELCH RETIRES, RETURNS TO PASTORATE; FRANKLIN TO HEAD INSTITUTIONAL ADVANCEMENT

Don Welch, former vice-president for institutional advancement at Wesleyan, has returned to an earlier calling. As of January 1, 1992, Welch retired from institutional advance-

ment and has assumed full-time responsibilities as pastor of Park Memorial United Methodist Church in Macon. Welch served as a Methodist pastor for several years earlier in his career. Prior to his tenure at Wesleyan, he held the positions of president of the United Methodist Reporter Foundation in Dallas, Texas, and president of Scarritt Graduate School in Nashville, Tennessee.

Gena Roberts Franklin '71, who has been serving as director of alumnae affairs, has been named the director of institutional advancement and alumnae affairs. A graduate of Wesleyan, Franklin has been an instructor at Mercer University as well as Wesleyan. She chaired the department of speech communication at Wesleyan from 1980-1983. Franklin served as president-elect and president of the Wesleyan College Alumnae Association from 1984-1990.

"Gena takes over the reigns of institutional advancement at a critical time in the life of the college," says Welch. "I think it is extremely positive to have an alumna serving in this position. Gena has strong roots in the traditions of Wesleyan, and has great

vision for the future of the college as well."

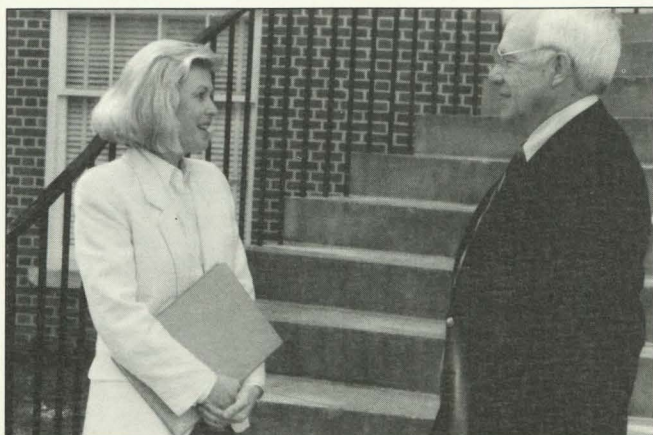
## NATIONAL ENDOWMENT FOR THE HUMANITIES FUNDS FACULTY ENRICHMENT

This past summer found twenty Wesleyan faculty members in spirited discussions about many of the central ideas and texts of the western heritage within the context of ideas and texts of the Mediterranean world. Using sources that ranged from *The Ruba'iyat of Omar Khayyam*, *The Divine Comedy*, and *The Jew of Malta* to *The Old Testament*, *The City of God*, and *The Qu'ran*, the group spent four weeks reading and discussing various ethical and religious systems, the nature and consequences of stereotyping and intolerance, the nature of conflict and change, the meaning of progress, and the quest for individual, collective, and historical identity with visiting scholars. The four-week seminar was funded by a grant from the National Endowment for the Humanities. The college has applied for an additional two years of funding from NEH for institutes that will study African cultural traditions in the first summer and Eastern cultural traditions in the second summer.

The institutes are designed to enhance the faculty's teaching, particularly in the new general education curriculum. The new curriculum includes five core humanities courses and a humanities-based Junior Seminar which examine western heritage in the context of the other cultures it touches and that touch it.

"I believe that the institute last

According to Don Welch, Gena Franklin brings roots and vision to institutional advancement.





Visiting scholars such as Fred Carney from SMU offered an added dimension to discussions of the texts.



May was a very good exercise for all the participants," said John Rakestraw, assistant professor of religion and philosophy and project director for the next two institutes. "In addition to helping each of us to learn more about Islam in relation to the Western tradition, it provided an opportunity for us to develop more collegial relationships with one another. . . . This sort of intellectual conversation, which is what lured many of us into the teaching profession, can only enhance our efforts to integrate scholarship with teaching, and such integration should make us better scholars and better teachers." Regina Oost, an instructor of English, confirmed Rakestraw's comments and indicated that the seminar is achieving its goal: "Last year's seminar made me a better teacher and a more informed scholar."

## RAKESTRAW SELECTED FOR SEARS AWARD

John Rakestraw, assistant professor of religion and philosophy, was selected as winner of a 1991 Sears

Roebuck Foundation Teaching Excellence and Campus Leadership Award.

Carole O. Brown, dean of Wesleyan College, describes Rakestraw as "challenging, thoughtful, intellectually curious, and endlessly hard working." Students characterize him as "an extremely intelligent and caring professor" and colleagues consider him "a true leader among the faculty."

Reflecting on his teaching, Rakestraw has this to say, "It is really exiting when you have a flash of understanding about something. It is almost as exciting to be in the same room as someone else when they have that

same flash of understanding. This brings me a great deal of satisfaction in my teaching."

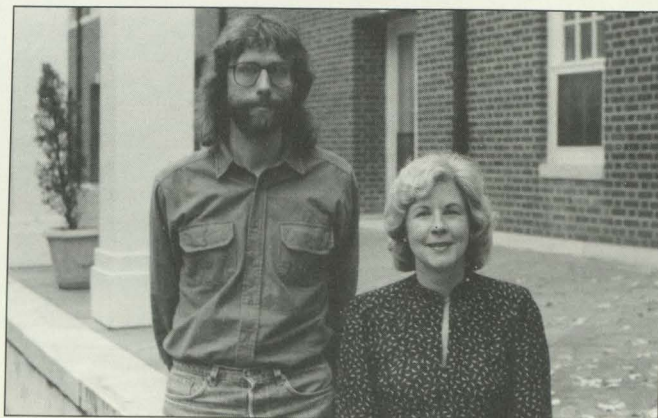
Rakestraw is one of nearly seven hundred faculty members being recognized nationally by the Sears Roebuck Foundation for resourcefulness and leadership as an independent college educator. Winners are selected by independent committees on each campus.

## METTLER WINS ANN MUNCK TEACHING AWARD

For Darlene Mettler, Wesleyan's associate professor of English, teaching is a way of life. "When I teach, I learn," she says this year's recipient of the Ann Munck Award for Excellence in Teaching, "and that's what keeps me going."

Mettler has taught not only in the classroom, but also in Wesleyan's dining hall, her office, on the quadrangle and around the world. In 1989, she received a Fulbright-Hays grant to study for six weeks in Peru. Before coming to Wesleyan in 1987, Mettler was assistant professor of English at Tift College of Mercer University.

The Ann Munck Award for Excellence in Teaching was established by Munck's past students and friends in



John Rakestraw and Darlene Mettler were recipients of the college's two teaching awards this year.



The 1988. Munck, professor emeritus of English and a Wesleyan alumna, taught English at Wesleyan for over forty years.

"This award is the highest accolade that Wesleyan bestows on a faculty member in recognition of superior teaching, the sort of teaching demonstrated by the emeritus professor in whose honor the award is given," said Wesleyan's dean, Carole Brown, when she presented the award to Mettler during Honors Day Convocation this past spring.

## OUT OF AFRICA: FACULTY MEMBER AND ALUMNA RETURN FROM FULBRIGHT-HAYS TRIP TO WEST AFRICA

Assistant Professor of Sociology Hugh Spitler and Wesleyan alumna Dorothy Hardman spent five weeks this past summer in Ghana and the Ivory Coast as part of a Fulbright-Hays Faculty Development Program entitled "Seminar on Tradition and Change in West Africa: Ivory Coast and Ghana."

Coordinated by the Institute of Foreign Language and Culture at

Columbus College, the trip was taken by twelve educators from Georgia and Alabama. Participants studied the social institutions of the two countries, with specific reference to educational, social, and economic systems; the role of women in the development of their social and political systems; and the impact of modernization on traditional society. The group also studied and toured major historical sites and rural and urban development projects. While in Ghana, Spitler celebrated his forty-first birthday in the traditional Ghanaian manner by observing the "pouring of libations" to the gods.

Hardman, a 1981 graduate of Wesleyan, is director of the Harriet Tubman Museum in Macon.

## WESLEYAN'S SOCCER TEAM EXPERIENCES FIRST WIN IN INTERCOLLEGIATE COMPETITION

Wesleyan's soccer team, under the leadership of athletic director M. Boyd Schoeller, finished the season this year with two wins and a tie, qualifying Schoeller as "the winning-

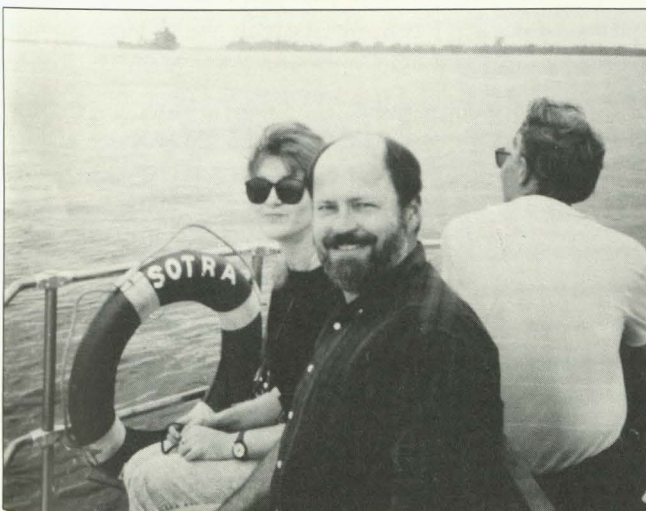
est soccer coach in Wesleyan's history." In its fourth year of intercollegiate competition, the soccer team has not had a win before this season. See the story on page 8 for more about Wesleyan's growing athletic program.

## FIRST PEYTON ANDERSON SCHOLAR NAMED



*Andria Maldonado (right), with President Ackerman and Juanita Jordan, executive director of the Peyton Anderson Foundation.*

Andria Maldonado has been named as the first recipient of the Peyton Anderson Scholarship. This full-tuition scholarship covers all expenses for four years and is open to academically talented students who are committed to teaching in the middle Georgia area. A 1991 graduate of Southwest High School in Macon, Maldonado was ranked academically first in her class, and was involved in a host of activities during her high school years. Four years in Beta Club, four years on the Principal's List (4.0 or above), a member of the school's Mock Trial Team, copy editor for the yearbook, an active participant in school government, a class winner in the Young Georgia Authors Writing Exposition, a member of the Math Honors Society, a part-time employee



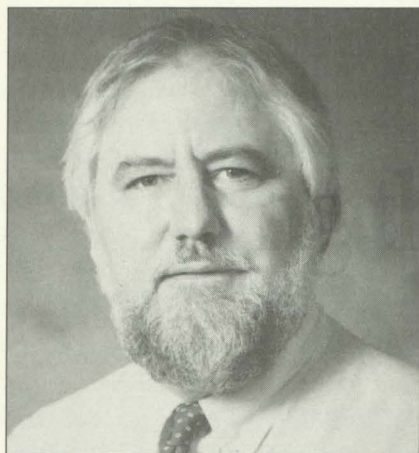
*Alumna Dorothy Hardman and faculty member Hugh Spitler, in the harbor of Abidjan, Ivory Coast.*



at Kroger... this list is only a sampling of the ways Maldonado has demonstrated her leadership and her scholarship at Southwest.

Jackie Richardson, the associate principal at Southwest and a Wesleyan alumna, had this to say in her recommendation, "I am elated to write this recommendation for Andria Maldonado, number one academically in the Southwest High School Class of 1991. Andria's resumé attests to her academic and co-curricular prowess. In addition to these personal accomplishments and services rendered to the school... she is comfortable with her peers and is respected by them."

#### WESLEYAN'S OWN SERIAL KILLER EXPERT HITS THE NEWS



Bill Curry, professor of psychology and chair of the social sciences division, has received national media attention with the recent trial of serial killer Jeffrey Dahmer.

Curry, who has done research in the area of serial killers, was featured on hour-long radio talk shows in San Antonio, Texas, and Phoenix, Arizona, and was interviewed by stations

in Miami, Pittsburgh, and Salt Lake City.

Curry made the news with a statement about danger signals that can pinpoint future serial killers: "People with this type of diagnostic disorder have a total disregard for other human's rights. They have no conscience. And many have a real thing about torture, especially with small animals, usually cats, when they are young. Then they graduate to humans."

Curry notes that there is no need to start worrying about your neighbors. "A lot of people are real paranoid they will find this kind of person lurking behind the next corner," he says. "It's not that common."

Curry's opinion is that Jeffrey Dahmer is sane. "There's no way he can be judged insane. He has an abnormality, a disorder, but not the kind that can be judged psychotic or schizophrenic or insane. He has an anti-social personality disorder. It used to be called psychopathic or sociopathic. A lot of serial killers fit in this category. They are quite capable of functioning in society. They have a strong obsession with murder, usually with some sexual component. They are aware of what they're doing, that it's wrong, and they can participate in their own defense."

Curry says further that in some ways Dahmer does not fit the serial killer pattern. "The cannibalism is unusual," says Curry. "Most serial killers do not do that. And up until recently, Dahmer had a full-time job, appeared to be stable. Most serial killers do not have a job that lasts that long. Many are drifters. Dahmer's

family situation is also not typical of serial killers. His parents seem to be stable, his father is a chemist. So many times they come from a bad background. He was sexually abused as a child, and that is typical."

"Charles Manson is the prototype of the serial killer," according to Curry. "He, as well as Bundy and the Hillside Strangler fit into the same diagnostic disorder profile."

Curry says that the prevalent belief today is that serial killers usually cannot be redeemed. "Years ago," says Curry, "psychologists and psychiatrists thought they could treat the disorder effectively. Today, almost no one does. Effective therapy is based on a relationship, on bonding with the therapist, and these people don't bond with anyone. They have no emotion, no remorse. Serial killers do not want to be treated and have no desire for change."

#### TURNER CENTER ENTREPRENEURSHIP SEMINAR FOCUSES ON FINDING YOUR NICHE IN THE MARKETPLACE

Six Wesleyan alumnae topped the program this year as the Turner Center presented the Third Annual Entrepreneurship Seminar. Amelia Anne Alderman, M.D. '75, Lorinda Lou Beller '64, Alexis Xides Bighley '67, Marion Phelps Bluestone '66, Lynda Brinks '63, and Betty Nunn Mori '58 took part in presentations, roundtable discussions, and informal discussions during the two-day seminar that was open to students, faculty, and the local business community. Bluestone spoke to approximately fifty local businesswomen and





Linda Wertheimer (left) and Marion Phelps Bluestone '66 were two of the featured speakers at the entrepreneurship seminar.

a breakfast at Beall's 1860 Restaurant and also spoke at a convocation for the student body.

Topics for the seminar ranged from "How to Go Up in a Down Market" by Mori to "Belts, Buttons & Balance Sheets" by Bluestone to "What the Good Old Boys Won't Tell You" with Alderman.

This year's seminar featured a new twist, with a dinner at Atlanta's Ritz Carlton Buckhead featuring National Public Radio's Linda Wertheimer. Wertheimer spoke to the audience of Atlanta businesswomen about women in business and the glass ceiling. The speech was followed by a panel discussion on entrepreneurship as a way to break through the glass ceiling.

## ROTARY SCHOLARSHIPS SEND FINNISH STUDENT TO WESLEYAN AND WESLEYAN STUDENT TO AUSTRALIA

Rotary scholarships awarded this year will bring one student to Wesleyan from Finland, and will send a Wesleyan student off to the land down under, Australia.

What began as a boring history les-

son became a first-hand lesson in American culture for Tiina Partanen from Lahti, Finland. The day her high school history teacher passed around information about an exchange program in Georgia, the class discussion wasn't holding her attention so she read the announcement. That was how Partanen discovered the Georgia Rotary Student Program and eventually Wesleyan College.

In her application, she explained her interest in studying in America. She wrote, "It would be interesting to live in a society different from my own and to get to know people with different backgrounds." The Rotary Exchange Program offers students the opportunity to spend a year studying in America. Partanen was accepted at Wesleyan where she is taking classes in English, calculus, chemistry, sociology, and computer science.

Since arriving in Georgia, Partanen has had many people to help her get adjusted. She spends time with a Rotary Club host family each weekend. On campus, she has a big sister, a peer counselor, a faculty advisor, and many other new friends to help her

orient herself to the American college experience.

Partanen has played on the intercollegiate volleyball team and the basketball team this year. After returning to Finland, she plans to study engineering at one of the three universities that have accepted her.

Alison Charney, a junior English major from Fort Myers, Florida, is studying at the University of Melbourne, Australia this year as a Rotary International Scholar. Charney is living on campus at the university and taking literature courses. Much like Partanen, she is visiting with a sponsor family provided by the Rotary Club.

At Wesleyan, Charney is on the staff of the *Times and Challenge* student newspaper and is active in Catholic Campus Ministry, Student Ambassadors, and Student Admissions Representatives.

## ALUMNAE PUBLICATIONS

Two books have recently come to our attention that have been written by alumnae of Wesleyan:

*Scuppernongs and Other Vineyards*, a volume of poetry by Winnette Turner Holt '41, was published in December of 1991 and is available to alumnae upon request to the Alumnae Office. There is no charge for the book or postage due to the generous donation of the author.

*Selections of Garden Ventures* is a collection of articles written by Pauline Pierce Corn '18, whose grandfather was the first president of Wesleyan. Compiled and published by Corn's daughter, Ann Corn Felton, along with Harriett Fincher Comer and Cordelia Dessau Holliday '48, it is available through The Federated Garden Clubs of Macon.

Please let us know when you have work published.









*At Wesleyan, intercollegiate sports have never had much emphasis.*

*The soccer team has struggled on for four years of intercollegiate competition, without winning a single game. But this year, with the hiring of a full-time athletic director, and talk of applying for NCAA Division III Status,*

# *It's a New Ball Game*

*By Matt Montgomery*

**"P**ut me in. Put me in, coach," Diana Crownover remembers saying at Wesleyan's first soccer game of the season and her first game ever. Crownover's eagerness from the sidelines typifies the bounding spirit of the athletics program at



*The college  
needed the right  
coach with the  
right vision to  
lead the school  
from the  
sidelines to the  
playing field.  
That coach  
came in the  
form of  
Boyd Schoeller.*



Wesleyan as it undergoes some of the most important changes in the history of the college.

Over the past two decades, athletic activity has become the norm rather than the exception for young women. In 1972, Congress passed an educational amendment commonly called Title IX, which changed the state of women's athletic involvement in colleges and universities. Title IX mandated equal accessibility to athletics for women at colleges and universities which receive federal funding. While this does not directly

apply to same-sex colleges like Wesleyan, the amendment created a whole new ball game for all higher educational institutions.

As programs were put into place at colleges and universities to match the men's athletics programs, there was borne a new dimension to what college education could offer a woman. "The fact is, today more young women are athletic in some way," said Norman Jones, Wesleyan dean of admissions. He added, "In educating the total person, you can separate their interests outside the classroom."

Historically, the intramural athletic program at Wesleyan has been the major outlet for students wanting to become involved in athletic activity. Beverly Mitchell '68, a professor of physical education at Kennesaw State College who also taught P.E. at Wesleyan, noted that while there were periods when intercollegiate athletics enjoyed spurts of popularity at Wesleyan, no intercollegiate team could sustain itself for long because there was a lack of significant commitment from the administration.

Just such a commitment was made during the 1990-91 academic year after a group of students sent the message to the administration that they wanted a stronger intercollegiate athletic program. Students presented administrators with a proposal suggesting (among other things) that a full-time intercollegiate athletic director be hired. The proposal coupled with the appointment of a new dean of the college devoted to



the idea of athletics as part of the collegiate experience stirred up debate and discussion regarding Wesleyan's athletic offerings. When the dust cleared Wesleyan student-athletes and administrators were standing on the sidelines saying "Put me in. Put me in, coach."

Wesleyan wanted in the game, but needed leadership. The college needed the right coach with the right vision to lead the school from the sidelines to the playing field. That coach came in the form of M. Boyd Schoeller.

Schoeller can definitely be described as a woman with a vision. A vision that includes NCAA membership, a Wesleyan basketball team, and an intercollegiate mascot that represents an historic past and a bright future. Since Schoeller's appointment this past fall as Wesleyan's first director of intercollegiate athletics she has lead the school to its first intercollegiate soccer victory, begun an intercollegiate identity program, and has inspired student-athletes to push themselves to their best playing season ever.

The Wesleyan administration stands behind Schoeller as her most

devoted fan. "This appointment signifies that Wesleyan administrators recognize athletics as part of a full liberal arts education," said Carole Brown, Dean of the College.

Mitchell concurred, saying, "In a hundred years when historians look back they will designate this year as the beginning of an intercollegiate athletic program at Wesleyan. Before now there has been no real stability."

The thought of making history doesn't seem to be on Schoeller's mind. She's too busy with the many roles that she must play as the one-person athletics department.

Schoeller coached the soccer team and the newly-formed club basketball team this year. During its first season under her leadership, the soccer team greatly exceeded her expectations. The season ended with two wins and one tie but the real victories were demonstrated by the personal stories of the students who overcame a losing record, a packed schedule, and scarce resources.

"The students developed an understanding of what it means to have to work hard for something," said Schoeller. "They were responsible to their teammates as well as them-

*In class you're responsible*

*only for yourself.*

*If you don't perform,*

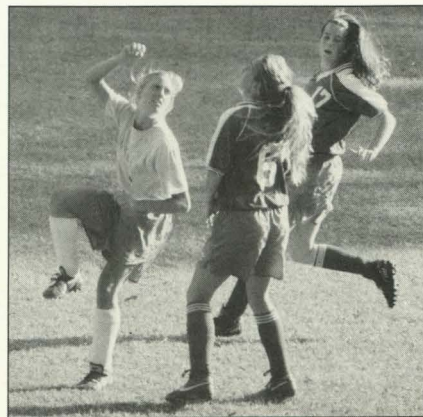
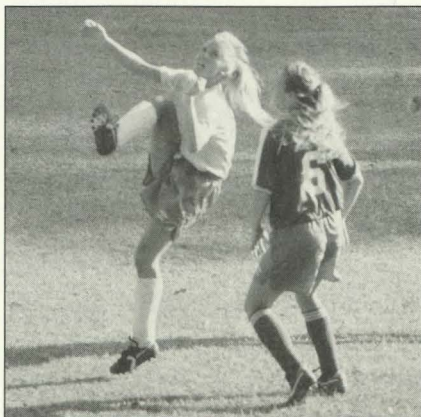
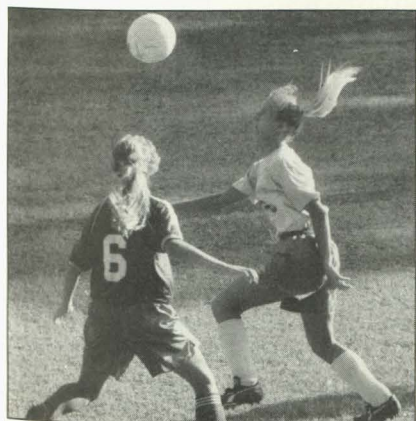
*you're the only person hurt.*

*On a team, you have to*

*show up for practice and*

*work hard or you let*

*the whole group down."*





*"So many of us were  
new to the soccer team  
but we could all see such  
an improvement every time  
we played...  
We all grew together."*



selves. In class you're responsible only to yourself. If you don't perform you're the only person hurt. On a team, you have to show up for practice and work hard or you let the whole group down," she explained.

"That's what I liked about the whole experience," said Crownover. As an athlete who came to Wesleyan because of the outstanding Equestrian program, Crownover knew the value of athletic involvement but described being part of a team as "a new experience."

"When you feel as if you are a part of something, you have an obligation to the team," she explained. Even though her riding performance directly affects the team's score at a meet, Crownover stressed the difference in team and individual performance.

"So many of us were new to the soccer team but we could all see such an improvement every time we played," she said. "We all grew

together."

From the beginning, Schoeller knew that without the support of the total Wesleyan community she'd be playing against the odds. She attracted faculty and staff to the soccer field and volleyball court with an "assistant coach" program to encourage faculty and staff members to provide sideline support to the teams. She said that the project worked well due to the support of the faculty and administration. "The students enjoyed having the faculty support them and the faculty enjoyed being involved with the students outside of the classroom."

With a practically nonexistent budget and no proven ground in many past intercollegiate programs, Schoeller has been challenged to be her most resourceful. She hopes to attract a graduate student intern in sport management or physical education to assist with some of the paperwork required for membership appli-



cation to the NCAA. She'd also like for the intern to coach basketball.

Her plans also include an intercollegiate identity program. In another historical event this year, Wesleyan announced its first intercollegiate mascot. Schoeller formed a committee that held a campus-wide contest to decide on a college mascot. "The Pioneers" was the chosen name from all of the entries. A graphic identity is being developed and is close to being unveiled.

This summer she plans to work on painting the new logo on the gym floor. The student senate has voted to replace the backboards in the gym to bring them up to regulation standards. This is a significant financial commitment from the student body and demonstrates their devotion to the athletics program at the school.

One step at a time Wesleyan's program is fitting into Schoeller's vision. "It's not the purpose of our program to become an athletic powerhouse. We are here to benefit the total student body," she said.

Looking back over her first semester, Schoeller is satisfied that she has given Wesleyan students an important outlet. "Students who never would have considered playing on an organized team had the opportunity to play," she said.

As part of its NCAA division III status requirements, the school will not offer athletic scholarships but Schoeller believes that the athletics program could eventually change the face of the Wesleyan student body by attracting serious athletes.

From a recruitment standpoint the

college will be able to attract a whole new market of students — prospective students who know that they absolutely want to play intercollegiate athletics. Many of these students would normally not have been interested in Wesleyan. Schoeller looks forward to the day that visiting students can see the NCAA emblem hanging in the gym.

Schoeller also believes that students who have no prior interest in athletics will be inspired by the intercollegiate competitive spirit at the college. "They will see all this activity on campus and will want to be involved." This will encourage a healthier lifestyle for all students.

As more people try out for team sports Wesleyan will become more selective and eventually more competitive. "Being selective will make students push themselves to be considered for the team," said Schoeller.

But no matter what level a student begins on, it's the development and growth that is important to Schoeller. She explained that athletic involvement is more "mental than anything else." She described students who had only been cheerleaders in high school but had an interest in playing on the soccer team. "It was exciting to see students develop into players," she said.

Schoeller never lets her vision get blurred. Crownover admitted that Schoeller was a tough coach but she noted that, "her message was never 'Win, Win, Win,' it was always 'Push yourself... Do your best.'" □

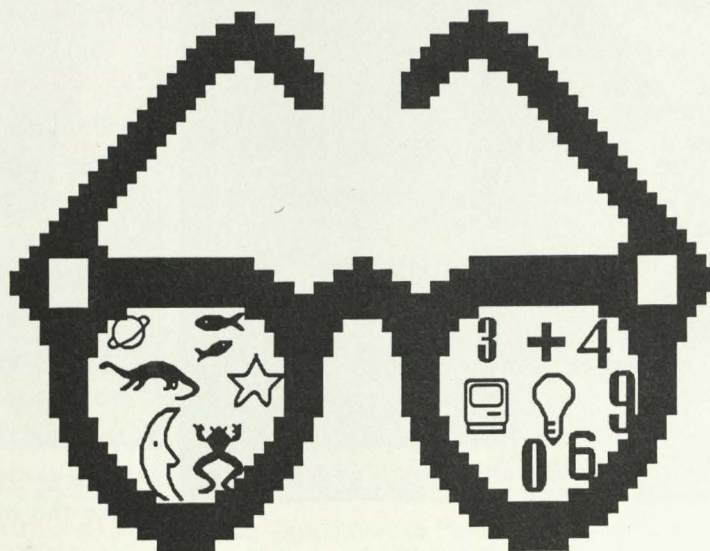
*"It's not the purpose  
of the program to become  
an athletic powerhouse.  
We are here to benefit  
the total student body."*







# SPECTACLES

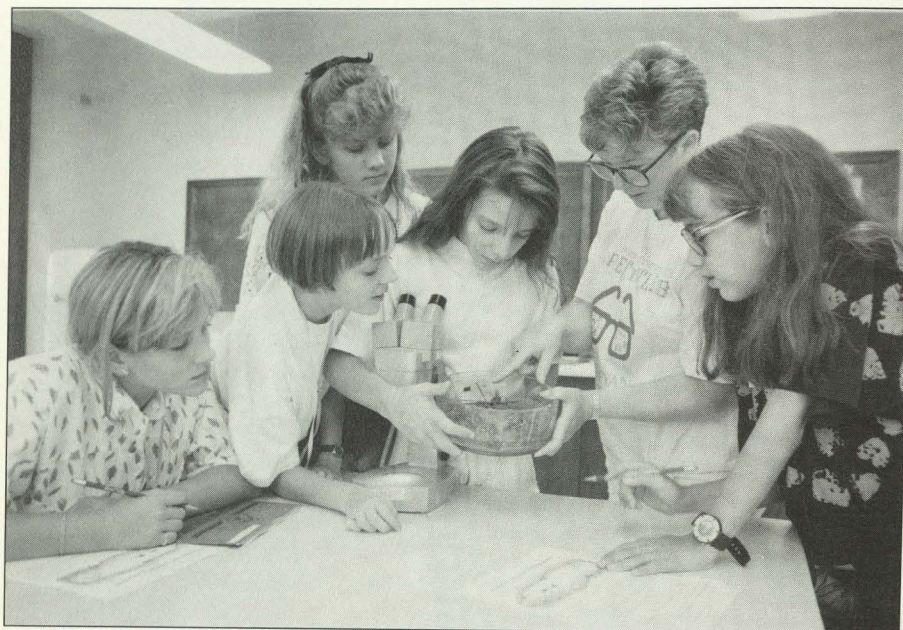


Offering middle school girls  
a new view of math and science.

by Nancy M. Spitler

**J**udy Blitch, assistant professor of education at Wesleyan, dumped a pile of ordinary plastic blocks on the tables in the classroom. "Now," she said, "How many possible arrangements are there of dominos?" The seventeen middle school girls jumped into action, fitting the blocks into different arrangements, then enthusiastically calling out their answers. Volunteers then drew all of the possibilities on the chalkboard for the class.





*The Spectacles camp traveled to Oak Ridge National Laboratory, and Oak Ridge traveled to Spectacles. Terri Lashley of Oak Ridge spent an afternoon exploring biology with the middle school girls.*

"Okay," said Blitch, once that was solved, "how many triominos?" They leapt into action again. Triominos were followed by tetrominos and pentominos. Ordinary plastic blocks became a creative means of communicating complicated mathematical principles to a group of girls eager to learn.

This was only one of the math-oriented activities pursued by thirty-four middle school girls who attended the first year of "Spectacles," a math and science camp held at Wesleyan College this past summer. The camp was the brainchild of a group of Wesleyan faculty members, disturbed by social attitudes that leave young girls with the impression that math and science are male domains and that for them to excel in those subjects is somehow not appropriate. According to Blitch, chair of Wesleyan's education division, both boys and girls begin to lose interest in

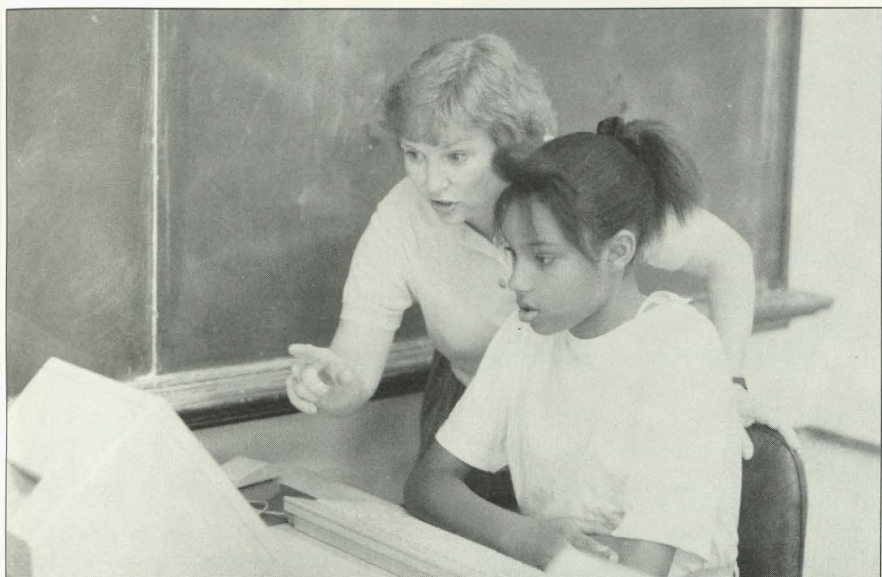
math and science during middle school years. "The difference is, we won't let boys lose interest. We don't let girls lose interest."

Studies show that high school girls take significantly less mathematics and science courses than males. As a result, while the achievement levels of boys and girls in math and science at elementary school does not differ significantly, once they enter high school, boys significantly surpass girls in math and science achievement. Studies also show that if students don't begin studying algebra by ninth grade, it is unlikely they will take the necessary college preparatory math courses or go on to college. It is even less likely that such a student will choose a major in the sciences. As a result of this research, educators have pinpointed middle school years as a particularly crucial time for students with regards to their interest in math and science.

The Spectacles Math and Science Camp, held in cooperation with the U.S. Department of Energy and Oak Ridge National Laboratory, was designed with the short-term goal of increasing the interest of middle school girls in math and science and the long-range goal of increasing the number of women entering science, mathematics, and engineering careers. The name "Spectacles" was chosen to represent the camp's goal of opening the students' eyes to the exciting world of science and math.

Wesleyan publicized the camp to schools in Georgia and Florida, and the response, over two hundred applications, was much better than





expected. Since the camp's goal was to encourage interest in math and science and not to simply focus on students already gifted in those areas, the thirty-four participants were chosen largely on a first-come, first-serve basis. "They didn't have to be gifted or talented in math and science," according to Priscilla Danheiser, Wesleyan's associate academic dean and director of the project. "If they had an interest, we wanted them." Every student offered admission to the camp accepted. Fifteen full and partial scholarships were made available to students who were financially unable to attend. One outstanding student was sponsored by a consortium of businesses in Rome, Georgia. The group promises to sponsor additional students in future years.

The two-week camp on Wesleyan's campus offered participants activities such as dissecting fetal pigs, analyzing the water from Lake Foster, learning computer skills, a caving expedition and a trip to Oak Ridge

National Laboratory in Tennessee, and an expedition to Fernbank Science Center, and to SciTrek, a hands-on museum of science and technology in Atlanta.

The students also participated in a day entitled "Expanding Your Horizons in Science and Mathematics" which featured seven women who have careers in math and science-related areas: Helga Van Miegroet, an environmental scientist, and Kate Ingle, a mechanical engineer, environmental scientist and mechanical engineer from Oak Ridge; Carol Rutland, an astronomer and director of Patterson Planetarium in Columbus; Linda Adkison, assistant professor of genetics at the Mercer University School of Medicine; Barbara Dalrymple, an obstetrician/gynecologist; Angela Shurling, a veterinarian; and Dana Grinstead, an applied mathematician and project manager at McClendon Automation in Huntsville, Alabama. These women shared with the students how they became interested in

*According to Judy Blich,*  
*both boys and girls begin to lose*  
*interest in math and science*  
*during middle school years.*  
*"The difference is, we won't let*  
*boys lose interest."*





*During the two-week camp, students dissected fetal pigs, analyzed the water from Lake Foster, learned computer skills, went on a caving expedition, traveled to Oak Ridge National Laboratory and participated in a myriad of other activities.*

their fields as well as what their jobs entail on a daily basis. Grinstead is a 1986 graduate of Wesleyan and a 1991 winner of the Wesleyan College Young Alumna Award.

The faculty for the camp consisted of Blitch, as well as Katie Floyd, instructor of Biology, Paula McMullan, instructor of computer science, and Priscilla Danheiser, associate academic dean and project director. Lizanne Provan, another Wesleyan alumna, served as camp coordinator, living in the residence hall with the students and coordinating their extracurricular activities. Four Wesleyan students rounded out the team as resident assistants.

The Wesleyan faculty offer enthusiastic reviews of the camp: "It was an exciting atmosphere," says Floyd. "What most impressed me was the enthusiasm of the students. What I did with these students was largely what I do with our first-year college students!"

"I think we accomplished one of our specific goals — helping the students build their confidence in themselves and helping them see that they can do things," says Judy Blitch. "That's one of the most important things we need to do with students at this age."

The students' responses are even better:

"Before I came here, I couldn't stand science. When I got here, I got a different look at it."

"I learned more here than I have ever learned before."

"I learned a lot, from dissecting pigs and worms to studying trees . . . and I enjoyed it."

"I don't think that science is boring any more."

"I can do things I never knew I could."

"I see more possible careers in science and math."

"It's the way I would like math class to be."

Those responses explain why the college has decided to hold two sessions of the camp this next summer and the Department of Energy will once again be joining forces with the college. To evaluate the program's effectiveness, Wesleyan will track the participants through their college graduations to determine how many enter science- or math-oriented careers. If the responses of these first participants are any clue to the outcome, the prediction is certainly for success. □

For more information about Spectacles, contact Priscilla Danheiser, Associate Academic Dean, 4760 Forsyth Rd, Macon, GA 31297, or by phone at 912/477-1110, ext. 359.



# *From Bangladesh To Macon To Buffalo ... And Back Again*

*by Nancy M. Spitler*



*Wesleyan graduate  
Rehnuma "Lizzie" Wahab  
is off to graduate school...  
tomorrow she'll  
take on the world.*

**I** first met Rehnuma "Lizzie" Wahab when she was in her sophomore year at Wesleyan. Bright and vivacious, she quickly became our son's favorite babysitter, and captured our hearts and our souls as well. We often sat for an hour after we returned home and talked . . . of Bangladesh, her family, her upbringing . . . of America, of Wesleyan, of adjustments . . . of the future, her plans, her dreams. She wondered aloud many times about how much





*The Wahab family, at home in Bangladesh. Left to right: Annie, Mr. Wahab, Lizzie, Mrs. Wahab, Mun Mun, and Rubaiyet (front).*

she had changed since leaving home at the age of eighteen.

I said goodbye to Lizzie this past summer as she left for SUNY-Buffalo to pursue a Ph.D. in Pharmacology/Toxicology in preparation for a career in public health. She left a determined, mature young woman, and I have no doubt that she will experience success.

The eldest daughter of Moslem parents, Lizzie grew up in Dhaka, the capital of Bangladesh. Her mother, a very conservative Moslem, follows the rituals of prayer and fasting and is a very traditional Bangladeshi wife. Two other daughters and the youngest child, a son, complete the family. Lizzie's father, a businessman who worked for many years for Abbott Laboratories, has traveled widely and is more broad-minded than most Bangladeshi men.

After doing extremely well in Catholic school, Lizzie found herself in her last year of high school. All of

the males except one in her graduating class were headed for American colleges. One young man flatly told Lizzie she would never be able to go to college in America. It was the wrong thing to say, and Lizzie, who had not seriously considered pursuing an American education, began to work to prove him wrong.

After discovering Wesleyan in *Peterson's Guide to Colleges*, Lizzie began the long series of application, pursuit of financial aid, and struggle with visa applications. Everything finally fell into place, and with the blessing of her father, Lizzie began preparations to leave.

The night before her departure the entire extended family gathered at her house to persuade her father not to let her go. "She will be ruined," they said. "She'll marry an American," they murmured. A strong faith in his daughter kept him from backing down in the face of heated opposition.

Lizzie's four years at Wesleyan were full. A college ambassador, she assisted speakers such as Rosalynn Carter, Kate Millet, Linda Wertheimer, and Elizabeth Dole. As president of the International Club, she spearheaded an international fair and fashion show to help international students share their cultures with other students. She spoke to civic and church groups across the state about her country and her faith. She put together an international symposium on the crisis in the Middle East, with faculty and students presenting viewpoints of all sides of the conflict. Over two hundred students, faculty



and staff attended and participated.

She has worked for the admissions office in recruiting other international students, and with the office of student services in helping those students with their transition to American student life.

Lizzie came to me last spring and asked if her father could stay with our family when he came for her graduation. "I'm asking you because you'll tell me if it's not convenient," she said. I laughed, thinking of the many long, honest conversations we had shared, then told her we would be delighted to have him.

The weeks before he arrived, Lizzie fidgeted and worried. Four years had brought about a great deal of change in the obedient daughter who had left Bangladesh, and she was unsure of how her father would react to those changes.

Mr. Wahab spent a week in our home, and was as delightful as his daughter. Our three-year-old son quickly adopted him as a favorite playmate. The news he brought from Bangladesh shed more light on Lizzie's background. "The mail carrier always brings your letters upstairs to the door and asks how you are doing," he told Lizzie. Normally, the carrier would simply leave the mail downstairs. They reminisced about Lizzie inviting the mail carrier, an elderly man, in for tea, much to the dismay of her sisters, who didn't consider it proper. It became obvious that Lizzie's captivating charm had made as many unlikely friends in Bangladesh as it had in the United States.

The time Lizzie and her father had



together was not always easy. She shocked her father by standing up for her opinions, even with male relatives, and reacted angrily when her uncle tried to dictate her future. "You were never like this before," her father chided after one confrontation. The four-year gap was hard to bridge in a two-week visit – four years of learning to stand up for her opinions, four years of having to be independent, four years of being away from family and home. It was a good, though bittersweet visit. "I wish you were a son," her father said at one point. It was the perfect summation of the situation. While he

*Lizzie returned home for a visit in December for the first time in four years. She is pictured in front of the "Shriti Shoudha," a monument to the many who died in the 1971 Liberation War.*



*While Lizzie's father was extremely proud of her many accomplishments and qualities, he would have been much more comfortable with her independence and her aspirations if she were a son.*



was extremely proud of her many accomplishments and qualities, he would have been much more comfortable with her independence and her aspirations if she were a son.



Lizzie's four years at Wesleyan were a time of exploring her potential as a woman, as a scholar, and as a leader. Her eyes

brighten and she gets very serious when she speaks of the future. She wants to return to Bangladesh and work with women and children in the area of public health, to teach them about family planning, about basic health and hygiene. And as a Bangladeshi woman, I think I can do that much more effectively than someone from another culture."

In a country where the leading cause of death in infants and children is diarrhea due to impure water supplies, it is easy to understand why Lizzie feels such a strong urge to return and work in public health. She is convinced that as a Western-educated Bangladeshi woman, she will have the ideal combination of technical knowledge and cultural understanding to overcome the poverty and deprivation she sees among the women and children of her native country. "It would take another Bangladeshi woman to reach the women of my country," she says. "They cannot look to the men to be concerned about their problems." The western education and culture she has adopted worries her as well. She often comments on how difficult it might be to return to a culture in which the traditional roles of women stress deference to men and obedience to husbands as the ideal for women.

Lizzie spent her senior year exploring graduate programs and applied to ten schools across the country. In typical fashion, she worried that none would accept her. When all the letters were in, she had acceptances from all but one, and offers of fellowships, assistantships, or scholarships



from six.

The transition to graduate school from Wesleyan and to Buffalo, New York from Macon, Georgia has not been easy. She has resisted the urge to become involved in as many activities as she was at Wesleyan, and has spent almost every spare minute studying. But the first semester brought a round of all "B's," and a feeling that she would survive. And following first semester brought a visit home to Bangladesh over Christmas break and the chance to visit her family for the first time in over four years. Her brother, now seven, was only two years old when Lizzie left for Wesleyan. "It was wonderful," says Lizzie. "I got to see every single relative. You never really know how wonderful it is to have a family until you go back." Her eighty-five-year-old grandfather, usually very distant and unemotional, "just held me," she says. "He showed me the file where he had kept all of my letters."

Her mother noticed changes in Lizzie, but had really seen the transformation through the constant stream of correspondence they had kept up. She had received letters from Lizzie's friends and teachers as well. "I miss you," her mother said, "but when I read these letters, a part of me is so happy that you're there."



It will be several more years before Lizzie completes graduate school at SUNY-Buffalo. Following that, she will probably pursue another degree in public health



before she returns to Bangladesh. But I am quite sure that along the way, we will hear more from Rehnuma "Lizzie" Wahab '91. The changes in this young woman from Bangladesh that occurred in her four years at Wesleyan paved the way for a life filled with accomplishments. Start her talking about her dreams for the future, and you become quickly convinced that this Bangladeshi daughter will indeed make a difference in her world. □

*"It would take another Bangladeshi woman to reach the women of my country," she says. "They cannot look to the men to be concerned about their problems."*



*It's not often that we reprint articles from other school's publications. But this article about Jane Cary Chapman Peck '53, associate professor of religion and society at Andover Newton Theological School, happened across my desk. I was intrigued by it. I found myself wishing I had met this gifted teacher who is described in so many ways here... as a feminist liberation ethicist, as one who asked shocking questions, as a wonderful, humane, compassionate, warm, fuzzy teacher. I have a feeling that not many feminist theologians graduated from Wesleyan in 1953. But here are a colleague's memories of one.*

— Editor

# S A Y I N G G O O D B Y E

## *A Colleague Pays Tribute to Jane Cary Peck '53*

JULY 17, 1932— SEPTEMBER 10, 1990

by Carole R. Fontaine

*Jane Cary was my first coherent feminist. She was not a prickly, nasty one, but as one student wrote on a tenure evaluation form, she was a "warm and fuzzy one."*

I was told that Jane Cary and her family requested stories, and not eulogies or pretty words. As I looked back for stories, I was amazed by how present Jane Cary was in every phase of my career in this place.

Jane Cary was my first coherent feminist. She was not a prickly, nasty one, but as one student wrote on a tenure evaluation form, she was a "warm and fuzzy one." Yet knowing her, beneath that slow Southern exterior— and no one could slow things down like Jane Cary when she thought we were getting ahead of ourselves — was a steel like the one

that made the poet write of another Southern woman in John Brown's Body that she was "... as slight made/ and as hard to bread as a rapier blade." That was Jane Cary.

In the beginning it seems she was always asking me shocking questions. When we ate together at my job interview in 1979, she asked me how my husband would feel about following me to Boston. What a question. And yet by it she introduced me to my first feminist principle: that the public has personal dimensions and the personal affects the public.

When I translated a Middle Kin



dom Papyrus from Egypt that viewed women in terms of their biological function and contained a great deal of misogyny, she asked me what I thought about that, what I did with it. No one in graduate school had ever asked me about what I thought about the content of what I studied. I didn't do anything with it. I translated it and my job was done—wasn't it?

Like so many here, I lost my teacher when Jane Cary died. But unlike many of you, I had a chance to tell her, however briefly, what her instruction and example had meant to me and my life as a teacher in this place. It was Jane Cary who introduced me to the notion that scholarship was NOT objective, not blandly neutral and value-free, but firmly entrenched in a particular point of advocacy—admitted or not, and caught up in the webs of race, class, and gender.

As a feminist ethicist, she did not subscribe to the "trickle down" approach that had been my introduction to ethics in divinity school—the way of doing ethics in which the abstract formulations of elite white males formed the substance of ethical norms and somehow filtered down to impose their critique on a world they never quite succeeded in describing or ordering. In Jane Cary's view, as a feminist liberation ethicist, ethics and norms bubbled up out of the experiences of the life of the poor, and in her way of doing it, ethics were anything but neutral or abstracted from living, breathing life.

It was Jane Cary who first put the

works of Gustavo Gutierrez into my hands—and how many other names might be added: Boff, Sobrino, Segundo, Tamez, Cardinale, Costas, Reuther, Daly, Russell—the list goes on. It was Jane Cary who wooed me with the poetry of Dorothee Soelle, Nestor Paz and Adrienne Rich. It was Jane Cary who affirmed for me the links between the work of justice and the disciplines of prayer. She helped me see that justice was not simply a prelude or prerequisite to

worship. For her, doing justice was itself a form of worship—and I shudder to contemplate the kind of teacher and person I would be if someone like her had not been present at such a critical juncture in my life.

If the men with whom I studied in graduate school taught me how to teach, and Maria Harris taught me how to teach, it was Jane Cary Peck who taught me why I teach. Teaching is no intellectual head-game that allows the educationally privileged a comfortable retreat from the real sufferings of the world. No. Rather, teaching is an act of justice, the wor-



*Jane Cary Chapman Peck, in her Wesleyan College senior picture.*







*Peck was the winner of the 1978*

*Distinguished Achievement Award*

*from the Wesleyan College*

*Alumnae Association.*

ship of truth and the first step in empowering the kind of social change that God demands of those who believe and love. Jane Cary taught me that— not by imposing such knowledge on me from the outside, but by guiding me to discover that it was within me all along. She was a wonderful, humane, compassionate, warm, fuzzy teacher.

Once before, when I served on her tenure committee, I stood in Jane Cary's place and made her case—arguing a position not my own with methods and perspectives that were alien to me. She told me later that I had done well and had spoken for her as she would have chosen. Let me take up that role for her again.

Our teacher never got a chance to tell us goodbye, and I know she had so much to say. What would she tell us, if she could?

She would tell us that she shares something of our grief that her time with us was so brief, leaving so much unsaid, so many experiences unshared.

She would tell us that we were a major part of her world; that a measure of her love for us was that she willingly undertook a long commute that meant separation from a beloved family and community. Like some Methodist circuit preacher, she travelled to us and for us— not for status, or job security, but for love of justice and love of us.

She would tell us that we, her students, are part of her most important legacy, one of the parts of which she is most proud. Yes, she left books and articles and written resolutions, but

she leaves behind more than that. She leaves behind groups of people empowered, singing, working, praying and moving forward toward a better world for all.

She would remind us, in our time for globalization, not to forget our own backyard. The American household is a place of violence and despair, unspoken worlds of pain and desperation, and in our various ministries we are called not to deny the sickness within, but to cleanse and heal it.

She would remind us as our country stands on the brink of war that we must not let the drums of the war drown out the voices of peace—that if all the oil, the gold, the technology in the world were gone, that the people would still survive, their lives not much changed from the way they are now. She would tell us to think of them as we set our personal and public priorities.

And most of all, she would say: You must go on for me and finish the tasks that I cannot. God's got my hands but your hands; no feet but your feet; no voice but your voice. Do justice! You were all so dear to me— sweetest friends, goodbye. □

*Editor's note: Jane Cary Peck lost her battle with cancer on September 1, 1990. This tribute is an excerpt from the words spoken by Carole Fontaine, associate professor of Old Testament at Andover Newton Theological School, at a memorial service for Jane Cary Peck on September 20, 1990, at Andover Newton.*

*Reprinted with permission from "Today's Ministry," a publication of Andover Newton Theological School.*



## March 23

Georgia Women of Achievement holds its first induction ceremony, honoring five women of Georgia who have made significant contributions to society. Rosalynn Carter will speak. This organization was formed after a speech by Rosalynn Carter in 1988 when the former first lady suggested that the role of women in Georgia's history should be formally recognized. Members of the founding committee included Neva Langley Fickling and Eleanor A. Lane. Lane is the first president of the board of trustees. 11:15 A.M., Porter Auditorium.

## March 26

Wesleyan College Music Department presents Luciano Lan Franchi, Italian pianist, in concert. 8:00 P.M., Benson Room, Candler Alumnae Building.

## April 5

The Morehouse College Glee Club in Concert, a Benefit for the Harriet Tubman Museum and the Wesleyan College Center For The Arts. Sunday, April 5, 5:00 P.M., Porter Auditorium.

## April 7

Linda Leossi, Greek pianist, in concert. 11:15 A.M., Porter Auditorium.

## April 9

LAMAR LECTURE SERIES presents Ted Spivey of Georgia State University, a scholar in Southern Lit-

erature. 11:15 A.M., Porter Auditorium and 3:00 P.M., Benson Room, Candler Alumnae Building.

## April 12&13

Wesleyan College presents the second annual symposium entitled *Toward The Twenty-First Century: The Issues for Women*. Mrs. Jehan Anwar-el Sadat, former first lady of Egypt and advocate of children's rights, Sarah Weddington, Assistant to the President of the United States during the Carter administration and the attorney who argued the Supreme Court case, *Roe v. Wade*, and Judith Mann, columnist for the *Washington Post*, will join us to discuss the topic of Women and Leadership. The symposium will offer the participants the chance to hear the speakers, participate in panel discussions, and hold conversations with the speakers in small group settings. 2:00 P.M., Sunday through NOON, Monday, Taylor Amphitheatre. For more information, call 912/477-1110, ext. 229.

## April 23-25

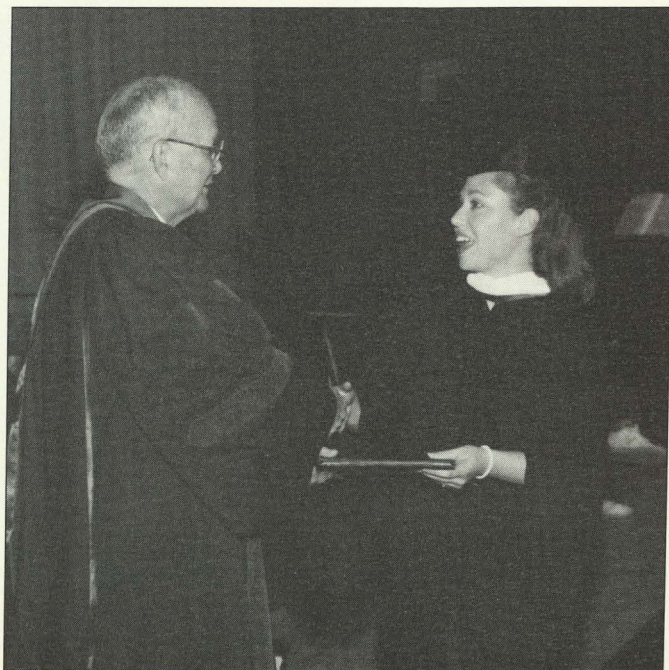
Wesleyan College Department of



Mark your calendar for April 24, 25&26 for Alumnae Weekend. It's the perfect time to renew friendships and simply have a great time.



Wesleyan's 1992 Commencement is scheduled for May 9 with Diane Ravitch, Asst. U.S. Secretary of Education as speaker. Alice Jane Cummings, at right, graduated last year, Wesleyan's first dual degree graduate in nuclear engineering



Theatre presents *The Farndale Avenue Housing Estate Townswomen Guild Dramatic Society Murder Mystery*, a well-intentioned murder mystery. The play was written by David McGillivray and Walter Zerlin, Jr., and will be performed at 8 P.M. in Porter Auditorium. \$5 general public, \$3 senior citizens and non-Wesleyan students. Faculty, staff and students are free.

## April 24, 25 & 26

**ALUMNAE WEEKEND 1992: A TIME TO CELEBRATE** It is impossible to re-live your college days at Wesleyan, but each year you can renew some of those special ties. Join us for alumnae weekend and enjoy a mixture of Wesleyan traditions, combined with special activities designed to create much more than a time to visit old friends. For more information, call the Alumnae Office at 912/477-1110, ext. 185.

## April 26

Wesleyan College presents the Glee Club and the Wesleyannes Spring Concert. 3:00 P.M., Porter Auditorium.

## April 27 - May 9

Senior Art Exhibition. Senior art majors exhibit their work in competition for the B.F.A. Visual Arts degree.

## May 9

Wesleyan College Commencement. Speaker is Diane Ravitch, Assistant U.S. Secretary of Education. 10:00 A.M., Porter Auditorium.

## June 8

In recognition of its link with significant events and outstanding personalities in the origin and development of The United Methodist Church, Wesleyan College has been designated as an historic shrine by the General Conference of The United Methodist Church. That honor will be marked on June 8 at the Annual Banquet of the South Georgia Conference Historical Society. A marker will be dedicated by Bishop Richard Looney in front of the Candle Alumnae Building late in the afternoon, followed by dinner in Anderson Dining Hall. In the fall of 1990 the college was designated as an Historic Landmark because of the college's significant place in the development and history of Methodism in Georgia and in the South Georgia Conference. For more information, contact Tena Roberts at 912/477-1110, ext. 200.





*A WOMAN OF TOMORROW*  
*A Tribute To Freda Kaplan Nadler '26*

When the first issue of this magazine came out after I started at Wesleyan, I received a message from Freda Nadler: "I was named editor emeritus of that magazine, and that means until I'm dead!" Needless to say, I had neglected to list Freda in the credits, and she let me know.

Freda Kaplan Nadler '26, I have learned, was a legend at Wesleyan and in Macon. She moved to Macon in 1934 after having enjoyed a distinguished writing career which included being editor of the *Oakland Outlook* in Chicago, a feature writer for *Midweek Magazine*, *The Chicago Daily News*, and a feature writer for the *Cleveland Plain Dealer*.

A trustee of the college and a recipient of the Wesleyan College Distinguished Service Award, she was editor of the alumnae magazine for seventeen years. She also wrote for the *Atlanta Journal Sunday Magazine*, was a charter member and the first secretary of the Macon League of Women Voters, president (several times) of the Macon Concert Association, an officer of the Morning Music Club, a member of the Macon Symphony Guild, vice-president of the Macon Little Theater, and president of the Macon Council of World Affairs. Freda held the distinction of being the first female president of the congregation of Temple Beth Israel and held the position of president of its Sisterhood as well.

The author of the lyrics to the song, "The Women of Tomorrow," written for the Wesleyan College Alumnae Association, Freda also wrote the lyrics to "Cherry Blossom Waltz," honoring one of Macon's annual traditions.

After a long illness, which she bore with her typical humor and grace, Freda died on October 29, 1991.

At the age of fifty, she wrote these words, which speak more clearly of her philosophy of life than any that might be written about her: "I look at life through bifocals and find it good. I hold the vigor of youth, without its tempests, the wisdom of age, without its infirmities. I have learned that experience is the best teacher, and that each day, each problem represents a new lesson. I know that love is the only answer in family, community and world, and I open my arms and my heart to encompass all of God's children."

She did indeed open her arms and her heart to all she met. Farewell, Freda Kaplan Nadler.



WESLEYAN COLLEGE  
4760 Forsyth Road  
Macon, Georgia 31297-4299



*The Spectacles Math and Science camp brought thirty-four sixth, seventh, and eighth grade girls to Wesleyan for two weeks last summer.*